

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Benchmark Literacy Grade 4

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant’s Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant’s Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	Used surveys with results of each component based on printed documentation.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	The graphs and text in the Research Summary are very compelling and teacher friendly as they explained the components of the program.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	The year at a glance section is quite helpful. PA is emphasized, but developmentally, it doesn't need to be as much of a focus since the majority of students don't need as much as the other components at this point.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	The fluency charts that stress individual concepts such as Spelling, Pacing, Pausing, Inflection, Intonation, Phrasing and Expression are especially helpful.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	Used overall scope and sequences sent via e-male (not included in Teacher's Edition).
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	All stated but did not see state standards number correlations.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	Yes, down to the minute.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	The consistency and the structure of the 3 week cycles would have high impact.
addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	Teacher is told what to say to the class for each portion of the day.

12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	The interaction is strong as well as the correct implementation of the gradual release model. There are a lot of Think Alouds from the teachers' perspective to guide students' thought process.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	PA is not a strong component at this level.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	The anchor charts are helpful. .
Student practice and application?	X	X	X	X	X	X	X	2	Variety is appreciated.
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	Lots of leveled reading opportunities.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	Entire book designed to assess both during and after units are completed.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	Program Strategies Skills Book has them well organized and connected, but again, not heavy on the PA.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	Day One models and guides; Day Two broadens the concept by adding more complex issues and examples of Day One concepts. A lot of Thinking/Retelling/Discussing then looking back to see why/how a response was formed.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	A lot of peer reviewing and reporting out. Not as much independent or individual correcting.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	

24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	Differentiation takes place within small group instruction
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Small Group Instruction (3 groups per day for 20 minutes per group), meeting with each group at least 3 to 4 times per week.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Small group instruction for differentiated learning, no evidence of additional enrichment activities. Challenge Activities are identified, but this is not a consistent feature. Many comments are vague, like, "Based on students' reading levels..." and not specific for high ability, for example. There are leveled texts for every lesson.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	Alternate Instruction present in margins of Teacher's Edition.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	Some general statements are made regarding "based on reading levels." However, if you know the reading levels and are monitoring frequently, you can use the appropriate text levels for instruction, specifically small group.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	Indicates for grade-level classroom teacher instruction and is almost entirely teacher-taught.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	No specifically but refers to K-6 classroom, as well as home.
TOTAL								67	Overall, program aligns with 90 minute block and appears rigorous.

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	This is written in a developmentally appropriate fashion and could have high impact.
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	

5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	2	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	Word lists appear to be shorter than traditional word list at this grade level. Sample word list given was 9 words.
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	The Word Study/Vocabulary appears to spread out concepts like prefixes and suffixes, so that students don't learn all of them at once, and come back to review what they are, then add to their knowledge base.
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Present as supplemental support lessons. This section represents exactly what the core standards ask for.
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	2	
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	
15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	Evidenced in descriptions of Skill Bags.
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	Per the scope and sequence for the Word Study and Vocabulary section, advanced skills are present in Part 4 (Part 1 is "start," 2 is "build," 3 is "spiral" and 4 is "extend").
18. Does the program include spelling strategies (e.g., word sorts,		X	X	X	X	X	X	1	

categorization activities, word-building activities, and word analogies)?									
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	2	Found this in the Word Study and Vocabulary section.
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	Per the Word Study and Vocabulary Scope and Sequence, the high frequency words are taught first in the "start" section, with the less common ones falling in later sections.
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	Skill not applicable in samples given or with on-line resources available.
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	In the Teacher's Edition there are specific word study and vocabulary lessons that go with the units of study. Examples of this are in the small group lesson plans.
TOTAL								35	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	Fluency Development booklet is good resource.
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	Self-monitoring and teacher assessments are available.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	Skills are modeled and practiced.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	

9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Building Academics Oral Language proportion is helpful. Oral Language Extensions integrate the posters for practice and feedback.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	Informally integrated each day. Formally integrated every third week.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	Formally taught in small groups.
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	2	Formally modeled and practiced every third week. List provided on phrases for students to master in order to build fluency for those below level.
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	Prompts given toward the front of the Fluency Development book. Variety of prompts given for specific assessments of text genres.
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	2	Directive/Corrective feedback examples given for teacher directive to student. Readers' Theater is a great part of this.
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	Weeks 1 & 2 practice 5 days per week and Week 3 practice 4 out of 5 days.
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	(Hard to tell without seeing them all.)
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	2	These exact terms are not being used, but there are many rubrics available to determine the type of lessons students need in order to improve in specific aspects of fluency.

23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	No evidence of the actual graph students would use. However, the online code wasn't working, so it might have been there.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	No evidence in daily/weekly lessons. However, the Getting Started book lays out how to do this. Routines and Procedures Book is a good resource as well. There was evidence where it tells you how to group, but not how to pair.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	No evidence.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	Fluency Assessment Book includes this.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	Levels are well documented in the Year at a Glance section.
TOTAL								45	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	Review of terms, but not specific types of prefixes, suffixes, and roots; it seems new are added each week.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	2	Quick Check Assessment at the end of the study for each week.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	Additional exposure through small groups, word study, and listening to passages.
10. Does the program include frequent use of teacher read-alouds using	X	X	X	X	X	X	X	1	(Score is based on the list provided.)

higher level books with explanation and instruction of key vocabulary?									
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	Good use of academic words as a part of the vocabulary units.
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	Evident for small group instruction and Word Study/Vocabulary, but not whole group comprehension reading. (Example: Word Study/Vocab Skills with Days 1-5 plus quick check.)
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	Good activities included in the different kits.
Clarifying the word with examples?	X	X	X	X	X	X	X	1	In word study/vocabulary part.
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	Skill Bags Kits are great.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	Strong examples of these found in the Skill Bags and in the Vocabulary Development book.
19. Are strategies taught over time to ensure understanding and correct	X	X	X	X	X	X	X	2	Grouped by Starter, Building, Spiral and Extend.

application?									
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	These are found in "Extend" Section 4 of the Word Study/Vocabulary..
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	2	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	2	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								57	

COMPRHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	The comprehension program is very strong.
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	

5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	Leveled Readers and Readers' Theatre are good for this.
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	This depends on whether you consider the posters to be short text.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for		X	X	X	X	X	X	2	

students to read narrative and expository texts at independent and instructional levels?									
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	Great history resources, Readers' Theaters, and texts included.
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	

Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	
TOTAL								62	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	Alignment given, but not present in Teacher's Edition. Aligns very well with the CCSS.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	Alignment given, but not present in Teacher's Edition.
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								7	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	Comprehension Pre & Post assessment tests. Word Solving skill assessments, End of Skill Assessments, as well as, Fluency assessments with conversion charts for leveled readers.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	Assessment materials and leveled readers guide this differentiation.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	Assessments places students in tiers and enable teachers to differentiate.
TOTAL								6	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Schools purchasing \$50,000 or more receive 2.5 hours of face to face training, options vary. Schools purchasing the complete program get two days of training.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Optional fee-based customized training available.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	Available depending on the topics selected for your specific training.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	2	Optional fee-based training.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	2	Website resources and support available. Model lessons, content support and classroom resources available on-line at www.educationaleader.com .
TOTAL								8	Targeted professional development needs to occur for some teachers.